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ABSTRACT

This module is designed to aid the fifth-grade teacher in implementing a self-awareness program to develop positive self-images among his or her pupils. Terminal and performance objectives for students are described, and activities leading to the realization of those objectives are suggested. The materials necessary for each activity are listed. A bibliography of nine references is appended. (IH)

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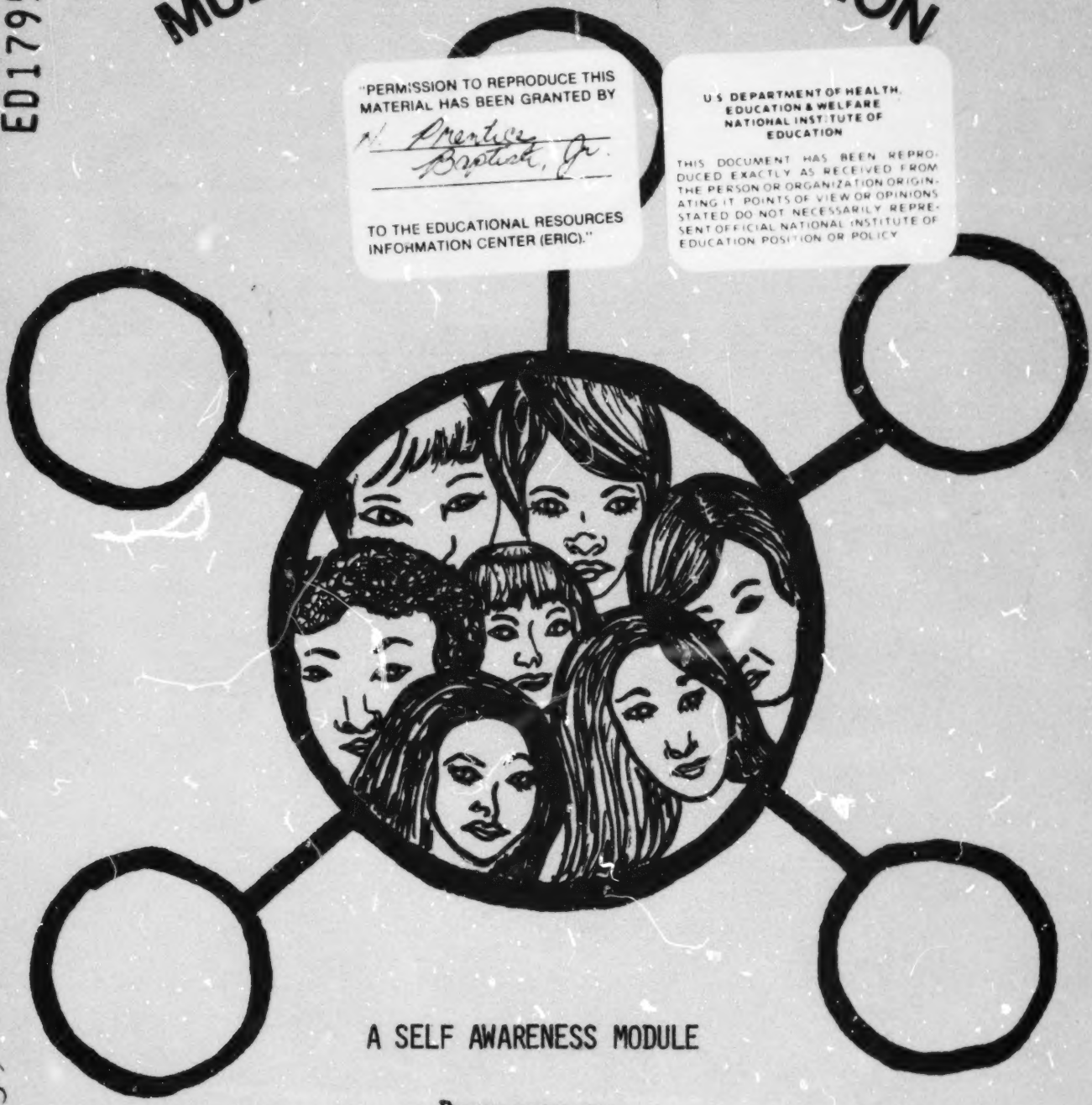

A SELF AWARENESS MODULE

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H. Prentice Baptiste, Jr., Director

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A SELF AWARENESS MODULE

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SELF AWARENESS

Prospectus

In this space age with the uncertainty of the future, the average personality is not good enough. Students need to learn more about their own self identity in order to aspire a fuller personal development.

This module will be concerned with the teacher who is to participate in developing individuals with positive self-concepts, who function effectively and who must serve as a model for this kind of behavior and attitudes. The teacher creates a climate of acceptance, understanding and encouragement.

The purpose of the self awareness module therefore is to introduce fifth grade boys and girls to the fact that every person needs a feeling of security, recognition, and self-worth. It is my purpose to emphasize these particular areas.

Terminal Objectives

Students will be able to identify and describe themselves in terms of self pride. Also recognize that every other student too has some worth and dignity regardless of his classification. For each student to show at the end of the lesson some type of improvement on a self trait not so desirable that he had previously chosen to work on for self improvement. Students should be able to appreciate and respect

to some degree others for the right to be unique individuals not necessarily like themselves.

Grade Level

Subjects for this module were twenty-four fifth grade reading students of Mexican American and Caucasians at Janowski Elementary School. The fifth grade was chosen for this module for several reasons. First, is the grade level that the writer teaches. Second, it is recognized that self-concepts are based upon one's perception of others' responses to him, as well as his own perception of his characteristics and abilities. Third, fifth grade children have started to recognize the need for self acceptance and awareness which starts back as far possibly as the third grade. Many of these students have no concept of self and have a genuine guidance need at this grade level. Peer relations also become extremely important to the child at this stage as he has to learn to adjust and understand to get along with one's peers and group pressures at this new grade level. In addition, parent attitudes also seem to change toward the fifth grader who is now expected to assume more responsibility and to act more grown-up. A student has to have some self-understanding, becoming aware of special abilities and disabilities and of one's own feelings, interest, and habits.

Performance Objectives

1. The student will begin to develop a better positive self-concept as the result of a series of activities.

2. Students will use creative poetry to identify his inner feelings to which he has little knowledge of.
3. The student will begin to develop more trust between peers upon completion of the various activities.
4. The student will become more alert to recognize that the things we don't like about ourselves can often be corrected or improved.

Rationale

The possibilities for a child to develop a positive self-concept are extremely limited unless teachers and other authority figures perceive the child as a significant individual. Children and adults for that matter will never rise to levels of accomplishments beyond their own images of themselves.

If the aim of education is as Carl Rogers suggests, the "facilitation of learning," the total process of evaluation can be justified only on the basis of improving learning experiences for children. A safe learning climate is needed for children to develop a positive self-concept.

Initiating Activities

Activity I: Group Discussion

Objective: The teacher creates a climate of acceptance, understanding and encouragement. To empathize with what children experience to understand what they say, to extend himself to listen, hear and care and to help

them develop self-understanding and involvement.

Procedure: Hold class meetings or discussions often where the teacher serves as a reflective listener who tries to improve the human relations and communications within the classroom. Such topics as discipline, talents, grades, and the abilities to give and take may be good starters. Stress the fact each of us has a special talent and should begin to use it to its greatest extent. As a result the teacher should begin to understand the significance of children's misbehavior and to deal with it more helpfully when they recognize its purposes, such as seeking attention, acquiring power, getting even, proving one's adequacy.

Activity II: A Self Portrait

Objective: Each student will be able to identify and distinguish his coloration and attempt to paint himself in a mirror.

Materials: The student will need a mirror, colored markers, paints or water colors. A sheet of manila art paper, and for a pleasant environment soft music.

Procedure: Each student will be able to distinguish his hair, eye, and skin coloration by looking into his mirror and paint a likeness of himself.

Activity III: Listening to Body Language

Objective: Each student while playing this game will be able to distinguish the fact that he can communicate effectively with his peers without talking.

Materials: Students will need the directions read to them. This game will consist of five players and five envelopes containing the necessary parts for exchange to make a square. A quiet environment is also necessary.

Procedure: In this experience you don't listen to the oral language but to the students body language. Notice who is folding his arms pulling his hair in frustration, who's hanging on to all his original puzzle pieces. Who gives his pieces away freely. Sometimes body language communicates more than words, discuss this with your students.

Listening to Body Language

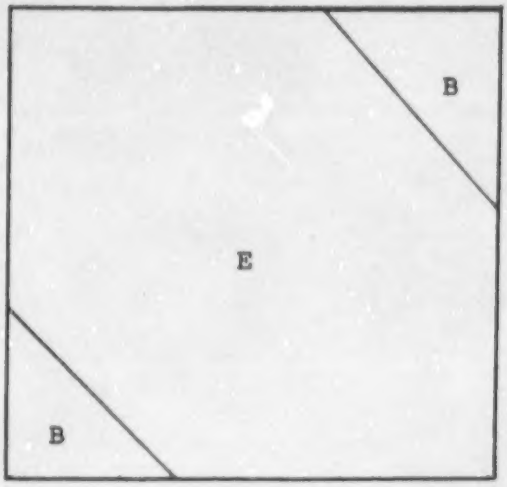
You need five children to participate in this experience. You, as the sixth person, will give directions and listen to your group's reactions.

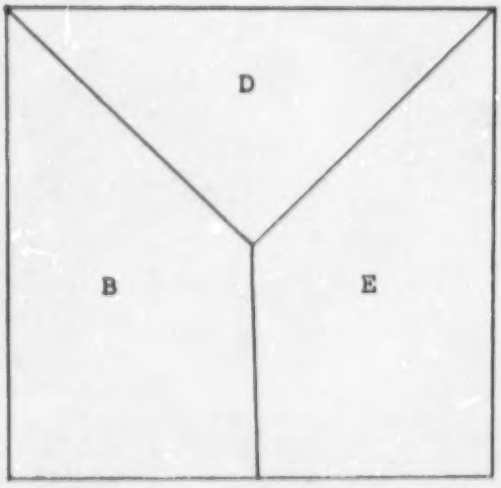
After you have cut out the puzzle pieces on the following page and have put them in envelopes, seat your five participants around a table. Say to them, "I am going to give each of you an envelope with a few puzzle pieces in it. Your group goal is to form five squares of equal size. Each of you must help with this goal by putting together one square.

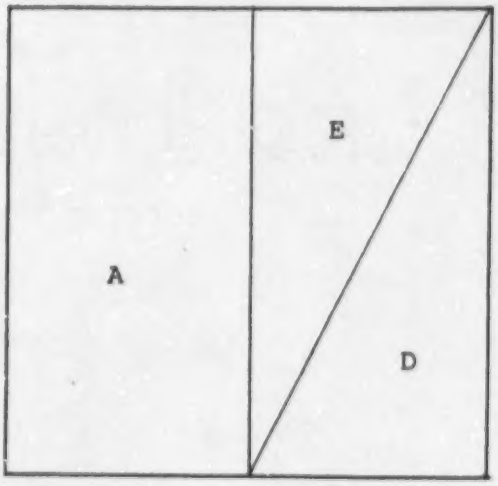
After you open your envelopes, none may speak. None may reach over and take puzzle pieces from another person. However, anyone who wants to may give pieces to others. In short, no talking and no taking, just giving."

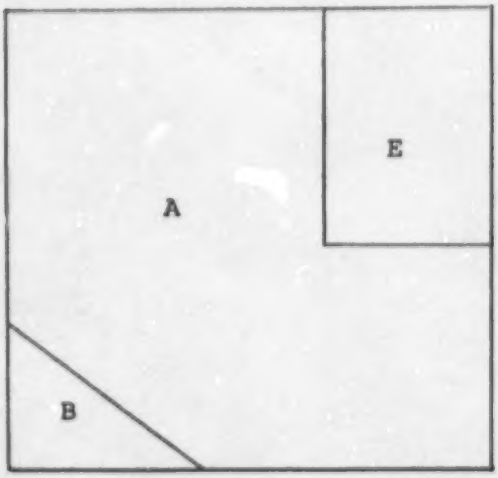
In this experience you don't listen to the oral language of your participants (since they are not allowed to speak), but you do listen to their body language. Notice who is folding his arms and divorcing himself from the rest of the group upon completion of his square. Who's pulling his hair in frustration, who's hanging on to all his original puzzle pieces even though he can't form them into a square, who's first to give away a piece that really helps someone else, who is grunting, gesturing, and pointing in his eagerness to give advice (even though He is not supposed to). Sometimes body language communicates more than words, if you know how to "listen" to it.

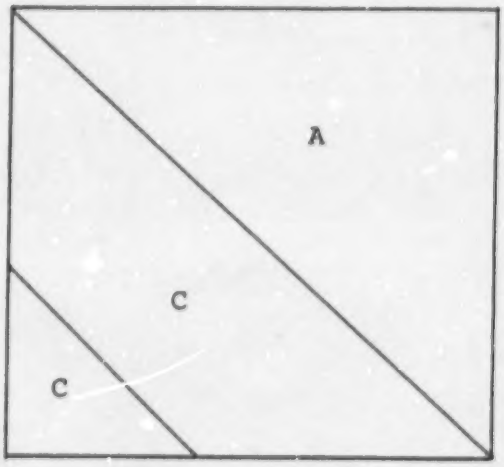
Directions: Paste this sheet onto cardboard. Cut out the five squares, and then cut them on the lines into three pieces each. Mark five envelopes A, B, C, D, and E. Put the cardboard pieces marked A into the A envelope, the pieces marked B into the B envelope, etc. (An envelope may contain 2, 3, or 4 pieces.) Several combinations are possible that will enable participants to make 2 or 3 squares, but only with the combinations on this sheet will they form 5 squares of equal size. Adapted from Structured Experiences for Human Relations Training, by J. William Pfeiffer & John E. Jones (University Associates Press, Iowa City, Iowa) who credited Communication Patterns in Task Oriented Groups by Alex Bavelas.











Activity IV: Who Am I?

Objective: To help students recognize that they have some self identity. The student should be able to identify with his culture.

Materials: Scissors. glue, pens, a poster board, and a mirror.

Procedure: Have materials ready for students. This activity is to take about one week. The student will write a series of activities or poems about how he feels about himself, his favorite peer, the animal that he feels he best identifies with. A paper on the student's good qualities and not so good qualities and the person he trusts the most and why. After completing his poems and articles the student should be able to have a better understanding of how he feels inside and out and how other students too have similar feelings and yet still a unique individual. Students should compile all writings and poems to formulate a "Who Am I?" book.

Activity V: Picture Collage

Objective: Student will be able to identify himself with a picture of others like himself.

Materials: Scissors, glue, posterboard, magazines or newspaper clippings.

Procedure: Have students cut pictures out of people or objects of different coloration out of newspapers, and magazines. Try to have all children in the room represented. Instruct, select a picture or object

of someone or something which resembles the outer as well as the inner you. Each day display five students' collages on the bulletin board. Put a title on the board saying "Today Is (student's name) Day." Allow each of the students whose collage is displayed a chance to explain his picture puzzle. Stress that personalities are meant to be uniquely different but that does not make one better than anyone else.

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